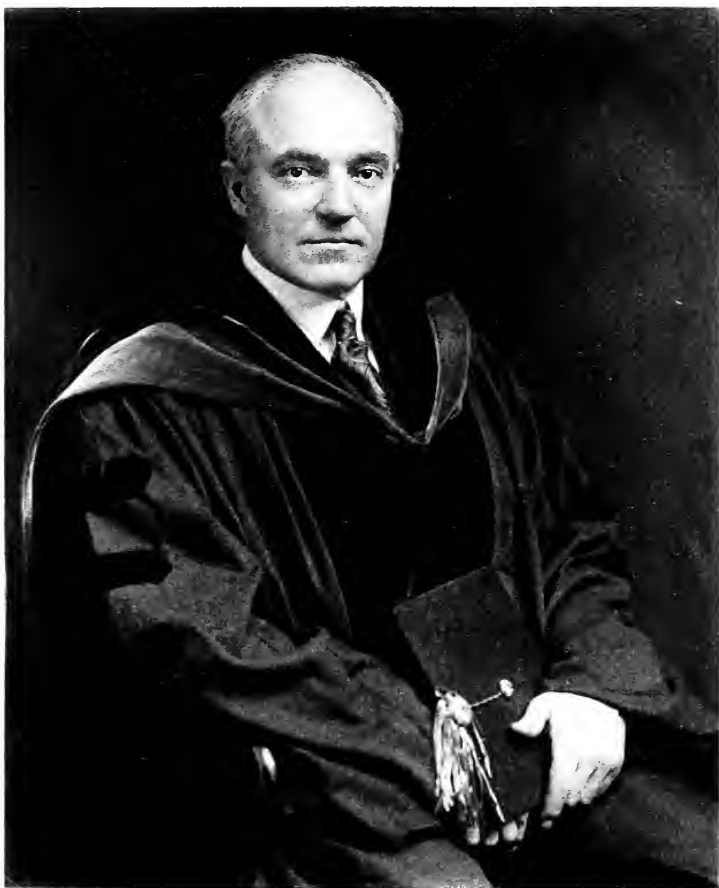


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INAUGURATION
OF
WALLACE WALTER ATWOOD
AS PRESIDENT
OF
CLARK UNIVERSITY
February 1, 1921

Clark University Library
WORCESTER, MASS.





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Wallace Walter Atwood

Inauguration
OF
Wallace Walter Atwood
as President of
Clark University
WORCESTER, MASSACHUSETTS
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THE INAUGURATION EXERCISES were held in the gymnasium on Tuesday afternoon, February 1, 1921, at half past two. Charles Herbert Thurber, Ph. D., Clark University, 1900, President of the Board of Trustees, presided.

The Rev. Maxwell Savage, minister of the First Unitarian Church offered prayer.

ADDRESS OF WELCOME

CHARLES H. THURBER

President Board of Trustees

It is my happy privilege to-day to welcome on behalf of the University all those present who are joining together with us to make notable this celebration of an important event in the history of the University, and in addition to express our special appreciation of the presence of those representatives of sister institutions of learning who have traveled far in their cordial willingness to add dignity and grace to this occasion.

The history of education in America records many curious and interesting events, but nowhere does it mention an instance where one man at the same moment has been inaugurated as the second president of a university, the third president of a college, and the first president of both! Yet we are here to-day to inaugurate the second president of Clark University, the third president of Clark College, and the first president of Clark University and Clark College, now and hereafter one and inseparable.

Clark University was organized as an institution of advanced study and research by G. Stanley Hall, under whose leadership it has splendidly served humanity for a generation. But the founder had it also in mind to make easier the road for worthy and ambitious young men who needed a college training. By his will, therefore, he made provision for the opening of Clark College, with a separate endowment and a

separate faculty, but using the same buildings and managed by the same board of Trustees. To the presidency of the college, at its opening, came a distinguished public servant, Carroll D. Wright. He was succeeded by a constituent member of the University Faculty who had writ his name large in the annals of Experimental Psychology—Edmund C. Sanford.

As time passed, these two institutions not only dwelt together in amity, but the same men came in many instances to serve on both faculties. Graduates of the College in considerable numbers continued their studies in the University. The line of demarcation became not stronger, but fainter, with the passing years.

Then President Hall resigned, in the fullness of strength and capacity, that he might prepare for publication his accumulated treasures of scholarship and research. At the same time President Sanford proposed to the Trustees that he relinquish his executive responsibilities and return to his professorial duties. Thus was brought about the situation contemplated by the founder when the two institutions should have a single head.

The Trustees had before them by no means an easy task. Of all commodities college and university presidents were the scarcest, and the demand for them was clamorous. At the end of our long trail we found a man into whose hands we felt that we could entrust the future of the institution with supreme confidence and glowing hope.

It is not necessary that this institution, founded as an innovation, shall cherish forever each and every detail that has found a place in its organization; but it is absolutely necessary that Clark shall be true to certain great fundamental principles; and of these two stand out conspicuously.

The true university spirit must forever be maintained. That spirit is the spirit of truth. It requires both the historical and the experimental disciplines: the one to make clear the truth we have to build on; the other to go forward from what we have and annex ever more and more of the undiscovered country. Our second great principle is like unto and grows out of our first, for the explorer cannot sit by the

old hearthstone. Clark University started one innovation in offering graduate courses only; Clark College started another in its three years' course. This institution must never lose the courage and the spirit of the pioneer. To our new president, who has spent much of his life in exploring the lonely mountains and wind-swept plains of our great West, we look with assurance to lead us ever onward to new frontiers.

Installation

THE HONORABLE ARTHUR P. RUGG, LL. D.

Chief Justice of the Supreme Judicial Court of Mass.

WALLACE WALTER ATWOOD

You have been duly chosen President of Clark University. You are honored with her choicest gift. You bear her heaviest burden. This is a noble trust. It is laid upon you in the full faith that you will discharge it in the spirit of its founder, in the interest of the university, and for the benefit of the republic to whose service it is dedicated. A change in leadership is a signally important event in the history of an institution of learning. This university was founded for "the promotion of education, and investigation in science, literature and art." Its energies have been devoted to the fostering of the highest studies and original researches in these fields, to the enlargement of the domain of knowledge and to general and liberal instruction. It has been nourished through its years of early struggle by the earnest and unstinted devotion of the wise and learned. It is still young. Its future will be plastic to the moulding of your hand. Its third of a century of distinguished usefulness kindles aspiration for wider accomplishment and finer achievement in the time that is to come. No easy task lies before you. It invites the ripest scholarship. It challenges supreme endeavor. Wisdom, courage, insight, perseverance, vision, spiritual power must be your handmaids. We have confidence that you will meet all its responsibility and fulfill its every opportunity. In the name and in behalf of the trustees, and in accordance with custom, I now invest you with all the powers and privileges

of your great office. As symbols of your authority I deliver into your hands and keeping the charter of the University and its seal. May the blessing of God be upon your administration.

ACCEPTANCE

PRESIDENT WALLACE W. ATWOOD

Your Honor, Chief Justice of the Supreme Court of Massachusetts and member of the Board of Trustees of Clark University—other members of the Board of Trustees:

I appreciate deeply the confidence which you have shown in me in selecting me for the honorable position of President of Clark University. In accepting from you these tokens of office I wish to assure you that they symbolize for me the great responsibilities which I hereby assume. I wish to pledge to you, to all those connected with Clark University, and to all the friends of this University, that I will do my best to carry forward the noble work which has here been so well begun. I trust this institution may continue to serve as an effective organization dedicated to high ideals in American education and in the development of productive scholarship.

ADDRESSES OF GREETING

FOR THE UNDERGRADUATES

WILLIAM J. HIGGINSON, '21

Sometime we hope we shall look back upon this day through the mist that descends during those years intervening between youth and old age. Carried on by the full flood of reminiscence, we shall in that future understand this experience, purged, as it will then be, of its dross and clothed in its prophetic robes. Were we to view the scene now passing before us with the eyes experience and long years will bring to our service, no undergraduate body would be sufficiently presumptuous to send one of its own upon this platform. Even now the honor of speaking before those here assembled

would be overwhelming were it not for the joy which inspires every son of Clark on this occasion. We this day are celebrating two birthdays, and have that solemn joy which leaves its indelible mark upon every passing moment.

To-day is Founder's Day. We are gathered at this time with a double purpose. To commemorate the birth of Jonas Gilman Clark is a portion of this purpose. Though he is personally unknown to the majority of us, who among those who have gone before has more right to our deepest devotion? His wife said of him in the simple words of affection which illuminate every page of her *In Memoriam*: "Posterity is his heir, and his most enduring memorial the far reaching influence of the University he has founded." We are this *posterity*; we are those to whom he looked for the spreading of that *far reaching influence, his most enduring memorial*. The institution we call our own, in its demands for constructive thought on social development, for purposeful thinking on fundamental human problems, and, above all, for sanity in citizenship, has followed a straight line of duty. Is it not then for us to pledge, or repledge, ourselves this day to the great work left to his heirs by the Founder of Clark University?

To commemorate the birth of our Founder on this first day of February, nineteen-twenty-one, would almost in itself warrant such a gathering. But this is a day among days. We are here to celebrate a first birthday, to celebrate the formal birth of Dr. Wallace Walter Atwood into Clark life. Dr. Sanford and Dr. Hall withdrew so quietly from our midst that our grief at their departure became momentarily lost in our surprise. Dr. Atwood has so quietly, yet vigorously, entered upon the manifold duties accorded to his high office that we feel he has been with us always. We cannot help but be touched with sorrow that those whom we love and who served us with long years of faithful endeavor are no longer our leaders; we cannot but rejoice that one has been chosen to the place of leader whom we ourselves would have chosen had the choosing been ours.

My pleasure, Sir, is therefore unbounded in being permitted to call you Our President. We are to be congratulated

in that we have this pleasure. Our devotion to Clark, to her ideals, and to all for which she has stood in the past, we pledge to you. The duties and the burdens you alone must bear we would help you carry were it in our feeble power to so be of service. Whatever is ours to do, come that privilege now or in the future, in your service we shall strive to the uttermost. May the honors crowning the President of Clark University be yours long to enjoy; may Clark under your guidance increasingly proclaim:

“Let there be light.”

FOR THE ALUMNI ASSOCIATION OF THE COLLEGE

CLARENCE PROUTY SHEDD, '09

The Alumni of a university are its finished product. The world judges the university more by this product than it does by the extent and character of its equipment, the scholarship of its teaching staff or the millions in its endowment fund. Every college alumnus in his achievements and life relationships is either an argument for or against, not only his own college, but the whole cause of higher education.

Energized by this conviction the alumni of Clark bring to their alma mater at this time renewed pledges of loyalty, affection and determined devotion to her highest purposes. We are glad to join with students, faculty and distinguished friends in extending to him who has come to be our leader greetings of sincere good-will. President Atwood, I speak for every alumnus of Clark College and University when I say that we are yours to command. We know that we have in you a leader to whom we may confidently entrust the welfare of our alma mater. We are made doubly glad, President Atwood, because your coming signifies to us the early consummation of our desire for such corporate unity of college and university as shall make Clark an even greater servant of the common good than has been possible in the past.

Graduating from college is very much like leaving home—the farther away you get from the experience, the nearer in its great realities it seems to be to you and the more potent

its influences on your life. A student does not sever his connections with Clark at Commencement; he simply enters into a relationship in which it is his privilege to become a creative force at the very heart of the university's life.

No university can hope adequately to solve its problems until it has learned how to command and wisely use the latent resources for creative service resident in its body of alumni. For good or evil its alumni are unceasingly influencing the life of every college and university.

In no part of college life is their influence so potent as in the extra-curriculum activities—athletic, social and religious. The way this power is used has a very important bearing on the problems and policies of the universities. It can be so used as to make it one of the strongest constructive forces in the life of the university; or, it can be so abused as to militate against the achievement of the university's highest and wisest purposes. The Alumni Association of both College and University welcome the opportunity of devising with you, President Atwood, ways of utilizing this force for the building of a finer and more serviceable University.

Clark is neither blessed nor cursed by many traditions. As eastern universities count age, we are very young; it is, therefore, our high privilege to work together as students, alumni and faculty for the building up of the kind of traditions that materially assist students not only in the acquirement of knowledge but in the building of character and the shaping of life purposes. The traditions of a university are its glory or its shame.

The Alumni of Clark covet such a relationship to the student body and faculty as shall make them active forces in destroying traditions that have outlived their usefulness as well as helpful influences in the creation of new traditions.

But there is a concern greater than all these others that we Alumni have for our alma mater and that is that in the content of her curriculum, in the influence of her policies, her class-room work and the daily campus life, she shall do her part toward sending out into life men whose devotion to the truth is so great that the master motive of their lives is worthily to serve the needs of the common life of our

nation and the world. The task of a college is not fulfilled by the training of the intellect only, for a trained intellect in the possession of a man who is not sensitive to his social responsibilities may become a power not for good but for evil in a world that is painfully striving to achieve a real democracy in every phase of its life.

The Alumni pledge to you, your Faculty associates, the Trustees and the student body, our complete coöperation in your continued efforts to make of Clark a university of which it can be said that the true measure of its greatness is to be found in its service to the life of the nation and the world.

FOR THE ALUMNI ASSOCIATION OF THE UNIVERSITY

ALBERT POTTER WILLS, PH. D., SC. D.

Professor of Mathematical Physics, Columbia University

It is my privilege to-day to represent the alumni of the university. We of the alumni are a widely scattered aggregation, of varied ages, of more or less diversified interests and activities. Many of us, probably most of us are teachers; we are proud of our profession; and yet we are not, I hope, incapable of smiling appreciation of Mr. Bernard Shaw's whimsical aphorism—"He who can does; he who can't teaches."

Now however widely separated geographically, however varied our ages, however diversified our present interests and activities, we are united as alumni of Clark University. It has been the privilege of each of us to reside for a time in this hospitable city of Worcester; and quietly to pursue our quest of learning at its university under the guidance of the very able body of men constituting its faculty. In the last stage of our scholastic training we came for inspiration to this university; to these men. In looking back we feel that in so doing we did well. Without trespassing far upon your time I wish to tell you why. In so doing I speak as one of those whose acquaintance with the university began something like a quarter of a century ago.

Upon our arrival here we found ourselves in a scholarly atmosphere, ozonized, so to speak, with the spirit of pure scientific research. Here we found fostered the pursuit of knowledge, not for material gain, but for its own sake. Here we were led to appreciation of the lofty spirit actuating the men of science of all times in their patient search for truth. Here we learned to know something of the values of the contributions of such men, through their labors in laboratory and study, to the general welfare and good of all mankind. Here we experienced the rare joy of original intellectual achievement. Here we were taught the methods of scientific investigation which, whatever the nature of our subsequent careers, we have ever found an invaluable asset in our daily lives. In short, and by way of summary: here we were initiated into the order of those who understand the true significance of the university spirit, and who love and reverence it. In the existence within the walls of any so-called university of this somewhat intangible thing we term the university spirit is to be found, I think, the criterion as to whether the institution is worthy of its name.

This spirit was certainly dominant in this university at the time of which we of the older alumni are most competent to speak; we trust that it has persisted undiminished from then till now; and that it shall so persist in the future is the very earnest hope of all of us.

Dr. Hall—to you, sir, we express our very grateful appreciation: in general, of your devoted services to the university from the time of its foundation; in particular of our very prized heritage from you—the true university spirit.

Dr. Atwood—to you, sir, we extend our warmest greetings and our best wishes for success in your administration. Under your wise guidance we have full confidence that the cherished traditions of Clark University will be ever faithfully maintained.

FOR THE FACULTY

WILLIAM H. BURNHAM, PH. D.

Professor of Pedagogy and School Hygiene

Mr. President, it is my privilege to bring the welcome of the Faculty. My words of greeting are most sincere and cordial, but they must be brief. I come like a messenger who reports to a new chief in the midst of battle; for, as everybody knows, to-day is a time of crisis in education, in higher education no less than in the larger field we call world civilization. It has been my lot to stand at an outlook post, my duty to watch the conflict and the wide attack on the forts of folly. If you ask me what of the battle, my report is this:

Frankly many leaders are doubtful of the outcome. For a long time education has been largely on the defensive. Many of the wisest fear that the problems to-day are too big for the human intellect. In recent years we have devised mental tests, standard scales and the like, an elaborate machinery for measuring human intelligence, but we find alarmingly little intelligence to measure.

If we should extend our tests by adding certain ones in regard to artistic and creative ability, and if we could study the ancient Athenian citizens, we should probably find that they had an intelligence quotient as high as that of the more prosperous classes in this country to-day. While our ability to do things has enormously increased during the last 2,000 years, human intelligence in general seems to be no greater than it was at Athens in the days of Pericles, and superior men are few. To raise the level of human intelligence is at best a slow process. But the problems of civilization demand immediate solution.

The survey from my outlook post shows that the first line of defense, where the superior men are stationed, is thin and broken. It has not saved us from the disastrous results of the great war. The second line of defense, where the teachers are, has already begun to crumble. For 100,000 places there are no teachers properly trained. From the third line of defense, the school children, referred to by everybody as the bulwark of the republic, the report is still more

disquieting. From a recent survey it appears that a third of the children leave school before the eighth grade, that on an average they complete but six grades, that we are becoming a nation of sixth graders.

Worst of all, data from 319 cities, supported by more recent evidence, show that 25 per cent of all the children in the public schools are retarded at least one year, indicating not only waste of the public money, but more serious waste of human values by the chagrin of failure. Besides these is the vast army of those who dawdle and slip by, never gaining the stimulus of any marked success. Surfeited with instruction and with but little training, they drop out of school with no proper civic attitude or morale.

Taking the field of culture and science as a whole it appears that a vast body of knowledge and some wisdom has been accumulated by the coöperation of many workers; but that folly often dominates, and even the superior men are handicapped by emotion, didactic, eager to teach others their own opinion, unable to learn because they already know.

Such are the evil tidings. In spite of them we are hopeful. We need men as leaders who can integrate the wisdom of a social group. You, Mr. President, have this rare ability; and under your leadership we are ready to renew the attack with courage and to try to do our part in the solution of the great problems.

The scientific method offers hope for a combined offensive movement that will save our civilization; for this gives provision for significant facts. It trains to face reality and to correct one's reasoning by reference to facts. It develops an attitude of facing difficulties whether physical or mental. In place of hasty conclusions and the side-stepping of difficulties it means the problem attitude, the feeling that we are merely at the beginning of scientific truth, that most matters are open questions, that, in the warfare against error new and old, we have only just begun to fight.

We recognize that, in the problems of education and industry, the scientific method is quite as necessary as in the laboratory. However difficult these problems, we propose to use this method and to attack them like men. Clark University

has sent out many who are now attempting to do this. I have time for but a single illustration.

Nearly twenty-five years ago a student in the psychological department of this University studied by the scientific method the psychology of puzzles. He had his trials and discouragement. He persisted, wrote his Doctor's thesis on this subject, made an important contribution, and, in his own experience, learned the significance of the problem attitude of mind, the attitude of facing intellectual difficulties. This student is now making a practical attack on the great problems of society. As Chancellor of the State University, he is apparently the acknowledged leader of the intellectual forces of one of our great western commonwealths. That he is still influenced by the attitudes acquired when studying puzzles in the psychological laboratory of Clark University is suggested by the following words he used in an address a few days ago: "If progress is to be maintained, the whole system of public education must concentrate its energies in developing to the utmost this problem solving passion."

The great aim of education is the universal use of the scientific method. A fundamental ideal, as old as Jesus and Plato, the search for truth and the courage to face reality, lies at the heart of it; and the development of this in the phases of the modern scientific method, first hand observation, experimentation under controlled conditions, and verification by reference to facts, together with the attitude of mind which this involves, the attitude of the learner, on the one hand, and, on the other, training to see facts in their genesis and significant relations, has a two-fold value: first, in the training of those who use this method; second, as the only instrument by which truth can be obtained.

This is no discrimination against the humanities; for to-day they use the same method; and any subject is a scientific subject as soon as it is studied by the scientific method; and any subject is a cultural subject as soon as the cultural aspect of it is the dominant aspect.

Where shall the world turn in time of crisis if not to the universities? While the problems for universities are many, a few things are clear: They must train to the scientific

method; they must devote themselves to research, they must specialize (except for some future billion dollar university they can do no other). And that specialization may not defeat its own end; that it may not amount to the mere collection of isolated facts without ability to see their meaning, the university must provide means for training students to see significant facts and to study them in their wider relations. A beginning can be made by making more ample provision for libraries, containing the important literature in all subjects and all sciences, and by museums giving illustration of the evolution of science and culture. This can be supplemented also by courses in science and the history of culture that aim especially to point out significant relations. A concrete example of such a course is that on the history of science given by Dr. Sanford in this University.

Thus the key words of university education to-day are specialization, coöperation, the study of things in their genesis and significant relations, research, individual autonomy,—all of these, Mr. President, in a peculiar sense, represent Clark University ideals and methods. Since they are also your ideals you will find the atmosphere of this University congenial.

Of this Faculty I need hardly speak. Some of us are realists, some are humanists, all hard workers, all enthusiastic. For all I can pledge coöperation in loyal service.

You will find the Faculty very zealous for the ideals of science and scholarship; proud also that, with small resources, Clark University has contributed so much to scientific knowledge; that the influence of its spiritual founder, G. Stanley Hall, has now spread throughout the world; that the best books in perhaps a score of subjects were written by Clark men. They are proud, too, that Clark students are workers, that the undergraduates do a man's job, that the graduates share the zest of the scientific worker; that Clark men, graduates, undergraduate and alumni, offered their services and their lives in the Great War; proud also of the memory of former colleagues, Whitman, Michelson, Donaldson, and the rest. Time would fail me to tell their achievements; but I cannot forbear to call the roll, short but illustrious of those who have fallen in the

harness,—Wright, distinguished public servant and efficient executive; Hoyt, beloved teacher; Theodate Smith, student of childhood and generous helper; Chamberlain, great scholar and many-sided humanist; Baird, trustworthy scientist and incomparable teacher.

While the Faculty welcome you as custodian of the intra-mural assets of the University, its library, laboratories, apparatus and the like, they greet you also as guardian of these priceless extra-mural assets, and these sacred archives with their memories, traditions, and ideals,—its spiritual assets.

We welcome you with still greater confidence because we know you will never be content to be on the defensive; changing the figure from the land to the sea, that you will never be satisfied to drift with the tide, and will never mistake mere motion for progress. An old figure of speech, credited to G. Stanley Hall, but probably much older, will be new to some. This represents the good ship education as on her way, afloat with all flags flying, and all sails set, and bound—nobody knows whither. This represents the universal fallacy in education, the supposition that movement represents progress.

Adapting this figure to the present crisis, we greet you, Mr. President, as a safe pilot for the good ship education, and while you must trim the sails to catch the fleeting breeze, we are confident you will keep the rudder true to a definite goal,—the goal picturesquely represented by our University motto—*Fiat Lux*—which means the spirit of the learner, research, the scientific ideal and attitude.

FOR OTHER EDUCATIONAL INSTITUTIONS

HARRY PRATT JUDSON, LL. D.

President of the University of Chicago

I am glad to be able on this occasion to say a word on behalf of institutions in the western part of the country; that is, I suppose Chicago is west, from the Commonwealth of Massachusetts, on whose extreme western border I had the honor of getting my own college training. Yet, as I have

been in different parts of the world, I have noticed that points of the compass—saving the presence of the geographers present, among whom is your President—that points of the compass depend upon one's local habitat.

Some years ago, in the city of Seattle, I was talking with a lady who was telling me what she had done with her children. Her son she had sent to the University of the State of Washington, but her daughter, from whom she desired a college of an earlier civilization, she had sent east to school, she said. I said to her, "Yes that is wise. Where is your daughter?" She said, "In Denver, Colorado." As I say, the points of the compass depend upon one's local habitat.

I have a peculiar pleasure in taking part in these exercises to-day, from my early relationship both to the retiring President and the incoming President. It is a case of "*Roi est mort, vive le roi.*" I had the honor of being a freshman in Williams when G. Stanley Hall was a senior. The wisest man you ever will know is a senior when you are a freshman, and in the presence of Dr. Hall I confess to this day I feel myself a freshman! And as for Dr. Atwood, why, bless his heart, I knew him as a freshman! he was in my own class as a student in college. Young men, if you can be as faithful, as able a student, and as loyal a good fellow, as he was, you will do mighty well.

Leadership in a university is a privilege in these days. The university is not made by numbers, by piles of buildings, or by great endowments; the real university is a group of serious-minded scholars gathered together for the pursuit of science; they may be few, they may be many, it matters not, the purpose is what counts. It is new truths which the world needs, new knowledge and its application to human minds. It was this eager search for truth that gave Pasteur the solution of one great mystery and brought about a potent means of guarding human life from many perils. The advance of science measures the size of the stars and calculates their distance in space. Other searchers crack the mystery, the strata, that make the earth, for the uses of man.

Not many years ago there were some that thought the great discoveries had all been made and that little remained to be

delved into. Since then we have found radio activity, we have disentangled metals which before had seemed but one, we have made it evident that the great revelations are perhaps in the near future. The scholarship of the Middle Ages looked to the past. The University of To-day is looking into the future.

The inevitable tendency of educational organization among us, I suppose, is towards permanence. Change becomes more difficult as the years pass. The reasons are, perhaps, many but they are obvious enough. It is queer but I believe true, that on the whole the most conservative people in the world are the college students. The reason is, tradition grows up so rapidly; three or four years are enough to make a tradition like that for all time.

The new university should be above all plastic, not only should it be open to all proposed new ideas but at any time for help along experimental lines. Unless proposed changes of method can be tried, there can be no progress. Every year should see some new test developed, education should be the constant quest, as indeed should be all science. What college man beyond middle life to-day would recognize the physics and chemistry of the present as that of his youth? Manufacturing, business, show this quick response to new conditions. The keen business-man is quite ready to scrap worn-out methods or machinery, to sacrifice actual values for the prospect of greater ones. Of course, his motive is direct, he has the incentives of the hope of gain, the fear of loss. The college man has neither. What can we substitute for these in the case of education, the professions? Nothing, I fancy, but professional enthusiasm. The teacher, whether in university or common school, can do very little that has stimulus. The architect erects a bridge of steel and stone that stands for centuries. The educator's work is lost among the grind of affairs that hold humanity. There remains for him the motive not merely of faithfully doing a duty but devotion to progress, the creation of new things—that is motive enough for a life beyond the prospect of great gain in money but shows the prospect of great gain in spiritual values.

The President inaugurated to-day I have known through the greater part of his life, as a student, as a colleague on the faculty. I know he has the spirit of progress, I know the institution, under his guidance, may look confidently towards leadership in American thought. I congratulate President Atwood on Clark University. I congratulate Clark University on President Atwood.

DR. FRANK MORLEY

Professor of Mathematics in the Johns Hopkins University

It falls to me to convey to Clark University and to its new President the greetings and good wishes of the Johns Hopkins University.

The honor falls to me because the ties of Clark University and the Johns Hopkins University are especially close. They have similar origins, similar ambitions, and I doubt not, similar difficulties.

I am to be brief. I am glad of this for your sakes, remembering that a speech is like a wheel, the longer the spoke the greater the tire.

There are two main views of the question of education, the vocational and the avocational. In the former the aim is to make a living, in the latter the aim is to live. The problem for each one of us is how to combine these, how not to sacrifice the latter, how not, as the Roman said *Propter vitam vivendi perdere causas*.

Now a university should arrange itself about a central core or hub. I cling to the belief that the central idea of a university is the idea of avocational education, something that takes the student for a season far from the getting and spending of ordinary life, and gives him or her the sense of travel and adventure in matters of the mind. Its primary function is to guard and exhibit, and if possible augment, the treasures of science and of literature, to teach in a wide sense reading and arithmetic; and its primary hope is that the reading, and the arithmetic may lead ardent minds to feel and think largely, and even to write.

Such a core of a university is a gate to the land of fairies. There are fairies, for example the electrical class, which do our drudgery for us; there are others which have the secrets of health; but the point is that fairies do not exist for these purposes, and the best of them are only found when they are sought in the proper university spirit, without reference to their immediate utility.

The effect of such a university on a community which will make use of it is very noticeable. A mind that has fought to know something which is not known, or been present at a good lively fight of this kind, or even followed the story of how we came to know what we do, in some worthy field, is intellectually saved. The man follows his vocation but with a difference. And he is eternally grateful, provided that he was not misled into thinking that his glimpse of fairyland was to be a quick financial asset. Incidentally he will see to it that the university shall survive and prosper so long as it can with a clear conscience quote the text:

“Make not my Father’s house an house of merchandise.”

Around the central core of a great university are the schools which minister to human needs, the schools of Medicine, of Law, of Engineering and so on. Now it is entirely possible and at present easy to get in these schools the broad detached instruction and the consequent intellectual stimulus, and when the stimulus is thus to be had there is probably no better way to get it. You have at one stroke the beautiful and the useful. But there is a real danger, if the grove of Academe is entirely surrounded by these schools. The heart of the whole thing is weakened and the schools will probably degenerate. That a university should shortsightedly become a group of professional and technical schools, devoted to the immediate needs and perhaps the immediate greeds of the community is as natural and possibly as proper as for an eager romantic youth to become a care-worn breadwinner, but I think that the institution has ceased to be a university.

If this is so then a case is made out for the small university, which grows slowly and can properly care for such schools as it sees fit to add; and a city such as this which

is fortunate enough to have such a university will be wise, for its own sake, to form acquaintance with its resources, to foster it as the finest possible place of mental vocation, and even to cherish it as sanctuary.

FOR THE COMMONWEALTH OF MASSACHUSETTS

HIS EXCELLENCY CHANNING H. COX

Governor of Massachusetts

It is an unusual privilege to be permitted to bring to this happy occasion the greetings of the Commonwealth of Massachusetts, to whose interests all of us are devoted and in whose service this afternoon we are enlisting a great educator.

It is splendid to know of the strength and enthusiasm of the alumni and friends of Clark. It is fine to know that this University, which has so worthily lived its days, which has so amply justified its existence, stands to-day looking to the future with courage and confidence, rejoicing in its new leadership and sure of its mission.

To a peculiar extent we in Massachusetts are dependent in an economic sense, in a political and social way, upon the maintenance of our educational institutions. Here we have no great deposits of precious ore, iron, coal, we have no great rolling prairie lands, we have no great stretches of timber, we are not rich in a reserve of natural resources; but it has always been a part of our fundamental thought that *our* people could compete successfully with the people anywhere, provided we maintained an aggressive policy of education by means of which our human resources might be developed to the full. And so, we rejoice at what we see to-day.

From the point of view of our material prosperity, or from the larger consideration of our duty, to develop American citizenship, we must not, in Massachusetts, sacrifice our educational leadership.

Clark University, which has summoned us here to-day on this happy occasion, has played a prominent part in giving us educational leadership. I believe that the Univer-

sity is destined to play a more prominent part still. The founder of this University gave his endowment because he had a vision of what such a university could do. From the very day that he founded this University, always there have been men who counted sacrifice a joy if they could but add to the strength and permanency of this institution. Its faculty has stayed here, educating educators, doing work of the highest good for the community, oftentimes, I imagine, almost tempted to accept calls more alluring, but here remaining, here laboring on, because they believed that the University was fulfilling its purpose.

And so, Doctor Atwood, in welcoming you to-day to the service not alone of Clark University but of the Commonwealth of Massachusetts, I too, rejoice with you as I hear the pledge of the Trustees, of the Undergraduates, of the Alumni, of the Faculty, and of the Friends of Clark University. I may assure you that you have at your command an army of loyal, devoted followers, who are sincere as they proclaim their belief in this University and who are determined that under your leadership its banner shall go on to new heights of victory, to new fields of service.

REPLY TO GREETINGS

PRESIDENT WALLACE W. ATWOOD

Your Excellency, the Governor of Massachusetts, Your Honor, the Mayor of Worcester, Students, Alumni, Faculty, and Trustees of Clark University, Delegates of other Institutions, Ladies and Gentlemen:

The words which we have just heard from the representative of the younger students in the University are an inspiration to any one who is truly interested in educational work. It is the new, fresh, vigorous life that comes into such an institution as this each year that encourages all of us to continue in service and do our best in training American citizens.

In the few months that I have been in Worcester I have come to have a very high respect for the young men in the

collegiate division of Clark University. I appreciate that they are a carefully selected group of men who really want an education, who have in many cases before entering college taken large responsibilities, and who show each day that they are equal to taking still greater responsibilities. I trust that many of them may later join the graduate students in their devotion to research and to professional work. To all students in Clark University I extend my most sincere greetings, and I wish to assure them that it is a pleasure to work with and for them.

I appreciate that the alumni of this institution form a very important part of our organization. They are at present represented on our Board of Trustees by the President and Secretary of that Board. Among those who were members of the graduate school, one is a U. S. Senator, 9 are, or have been, college presidents, 220 are university or college professors, and many are connected with high schools or normal schools.

In extending to them my sincere greetings I urge them to continue their interest and association with this institution. They will look back with pride and with a peculiar pleasure upon any part they may take in promoting a permanent institution dedicated to high ideals of service to mankind.

The message from the Faculty affects me deeply. I have already learned of the high scholarship and high character of the members of this faculty. Our progress here will depend largely upon the esprit de corps within the institution, and I wish to join with you in pledging loyalty to Clark University. I intend to continue in active instructional work. This will keep me in close sympathy with all of you and in intimate association with the problems of the classroom and the seminar. It is for us to so strengthen our work in the collegiate and graduate divisions that Clark University may continue to rank high among the institutions of learning in America and in the world.

To all those who have come, and to you who have spoken, on behalf of other institutions and brought to us such cordial encouragement, I wish to express my sincere gratitude. You represent on this occasion a wonderful organization of educa-

tional workers in America. We should be in close sympathy with each other and guided by the highest of ideals for American life, for what we teach will have a profound influence upon the sentiments and ideals of the people who constitute this nation.

Your Excellency, Governor of the State of Massachusetts: You have greatly honored us in being present on this occasion. We know that as a college man and as a public officer you have an intelligent and sympathetic interest in higher education. Undoubtedly you consider that much of your own work is educational, and we wish to assure you that it is our desire to co-operate with you in every way that we can in serving the Commonwealth of Massachusetts.

INAUGURAL ADDRESS

The New Meaning of Geography in American Education

I have decided not to take this opportunity to dwell upon general principles of education, or to explain why a University exists. Some of you may be disappointed; others may be greatly relieved. I prefer to turn directly to the consideration of certain conditions in this country which may indicate to you the significance in the new plans that have been made for Clark University. First let us review briefly a few salient facts in history.

I

We shall celebrate in America this year, in various ways, the 300th anniversary of the coming of a little boat into the harbor of Plymouth and the establishment of a colony. At about the same time that the Plymouth Colony was founded several other colonies were established along our Atlantic sea coast. For a little more than 150 years the colonists in this new land remained, for the most part, east of the Appalachian Highlands. Their trade was chiefly with the countries of Western Europe and the West Indies. The physical barrier on the west delayed migration, and possibly the Indian tribes discouraged some from attempting to move westward. It is certain that there were no easy means of transportation from the Atlantic coast into the interior of the country. The concentration of these colonists led them to have many interests in common, and in the end led to the establishing of a new nation.

At the close of the Revolutionary War there was a pronounced impetus given to western migration, and in the period of about 150 years since that war there has been in this country the most remarkable expansion and the most remarkable development of natural resources recorded in human history. In the first few decades the broad prairie lands of the Mississippi Valley were settled, and several states established. The great wealth of furs in the Northwest

and the discovery of gold near the Pacific coast induced many venturesome spirits to push beyond the valley of the Mississippi and that of the Missouri, across the Great Plains, through the Rocky Mountains and the desert regions, and finally over the high Sierras to the beautiful valley lands bordering the Pacific Coast.

Following the Civil War came a renewed impetus to westward migration. More and more of the western part of our country was appropriated by settlers. More and more of our mineral resources were discovered and developed. During the same period came the construction of railroads on a remarkable scale, and the rapid settlement and great industrial development of this nation has been largely due to the wonderful facilities which the railroads have furnished.

With the expansion of our great agricultural and manufacturing industries there has come the demand for foreign markets. That demand is especially strong today, because we now have the ability to produce food supplies and many useful articles far beyond our immediate needs. Furthermore, we need raw materials from foreign lands to maintain certain of our industries. For example we do not yet produce rubber or silk in any appreciable amount.

We have as a nation taken on the responsibility of caring for many other peoples. With the purchase of Alaska came the responsibility of educating, and in many cases supporting, the native Indians and Eskimos of that land.

As we have acquired the Philippines, Hawaii, the Samoan Islands, Porto Rico, the Virgin Islands, and the Panama Canal Zone, we have assumed duties as a nation which have broadened our interest in the world and in the various peoples of the world. In the last decade our national experiences have led us to appreciate more keenly than in all the time before that we are vitally concerned with almost everything that goes on in this world. No great disturbance in the economic or social life of any nation can take place without affecting us. Moreover, we have come to appreciate more keenly our moral responsibility. We tried to meet this in the great world war, and as a nation we may be justly proud of the part which we played; proud not only of the work

that the men did who went to the Front but of the way in which every American citizen co-operated to make possible the service which we rendered. At the Peace Conference we were fortunate in not having any old scores to adjust, and we had no desire to take lands or possessions of other peoples.

During the period of rapid expansion and of rapid development in industry and commerce, the horizon of the American people has been so broadened that it has become world wide. Since the meeting at Versailles we have appreciated our increased interest in foreign affairs. This is reflected in our newspapers and periodicals, in public addresses, and in personal conversations. Almost every publication which comes to our hands today contains some reference to a foreign land. Many of our periodicals are publishing maps and describing the resources in distant lands. Great corporations have been formed for the promotion of foreign trade. Our state department has recognized the geographic profession, and is building up a department of geographers. Certain states have appointed experts to direct and promote the teaching of geography. The army has a department of geography in its war college. The Civil Service Commission now recognizes the profession of geography.

During the period of American expansion we have discovered and somewhat clearly defined the natural resources of this country. We appreciate that these resources are remarkable in extent and in variety, but that they are limited in amount. They have led to the development of great wealth, and even with the ever-increasing population there has been an abundance for all who would put forth a reasonable amount of effort.

The time has come, however, when these resources have been largely appropriated. There are now very limited areas of land open to public entry, and those lands are in many cases not desirable. The coal, oil, gas, and many of the metallic resources have been appropriated. Our forests have been largely exhausted. When our ancestors came to this land about 45% of it was covered by forest growth. Today the forested areas of New England are very limited.

The forested region of the Great Lakes, which furnished an abundance of lumber during the period of settlement and made possible the shipment of wood and wood products to other parts of the country and of the world, is now so depleted that about six million dollars worth of wood products are being imported each year into the region of the Great Lakes. We are now drawing largely upon the forests of the South, but it is estimated that within a few decades those forests will be exhausted, and our one large reserve will be far off to the northwest, whence the cost of transportation must always be very heavy.

We cannot now as individual citizens select and have for the asking rich farm lands, great coal, oil, or gas fields, or valuable forest lands. Even the water rights on streams and all the best water-power sites are zealously guarded. Natural gas, that most perfect of all fuels, has been for the most part wasted. One state geologist reported to the Legislature of his state year after year that the value of natural gas which was being wasted in that state was equal to the value represented in a carload of coal being thrown away every minute during the same time. Many of the oil fields have been exhausted; and it is unreasonable to expect that we shall continue to discover oil fields at the same rate at which they have been discovered during the past half century.

One after another our natural resources have been drawn upon in the industrial development of this nation. Our record is one of extravagance, and, in many cases, of shameful wastefulness, yet there remain in this country vast undeveloped resources. Our future industrial and commercial development will depend largely upon the proper use, and that means the proper conservation, of the remaining resources.

We have enjoyed what a geologist would call a period of expansional evolution; just as when the seas spread over the continents in ancient geologic periods, life in the shallow waters found new areas to invade and new food supplies. During such periods the amount of life increased rapidly, new species developed, and there was apparent prosperity in the sea. When those seas reached their maximum expansion and the life continued to increase in number, the food supply

probably became insufficient, for we read in the geologic records of such periods of the extinction of species. When the ancient seas retreated and the area covered by shallow waters grew less, the life therein became more and more limited and passed through a period of crowding and struggling which meant restrictional evolution.

During such periods in the history of life on this earth many species and large groups of animals became extinct. Those that survived we think of as those that were best able to adapt themselves to changing conditions.

Have we not reached the period when we cannot easily solve our problems as a nation by spreading out, by expansion, by the appropriation of more lands and more resources? If this epoch has been reached, we must solve certain problems for this nation in a new way.

During the same period of time the other nations of the world have been expanding, until all the lands of the world that are valuable to man have been taken. There is scarcely a scrap of land, not a tiny island in the seas, that is not claimed by some one of the nations. Most of the natural resources of the world have been appropriated. The picture of expansional evolution which I drew for the United States is applicable to the entire world, and I raise the question again—has not the whole world a period of restrictional evolution before it? The geologic records show clearly that man has been on earth but a brief time. He is, as it were, in his childhood, and this great period of expansional evolution, to be followed by a period of restrictional evolution, may be one of many struggles which he may be forced to meet. Are we not facing today definite signs of overcrowding and consequent restrictional evolution? What is the meaning of millions dying from starvation this winter season in one of the countries of the world? Why should the people in another country die by millions following a period of drought? We look upon the conditions in Central Europe today as temporary. We hope they are temporary, but are we certain that the resources of that small continent will support the great and ever-increasing populations of Europe?

We must look forward to the better use of all lands and of all the natural resources throughout the world, and to more favorable conditions for the exchange of commodities to help solve many of the problems which the world is facing. We shall have almost insurmountable difficulties in attempting to educate people to high ideals of citizenship in this country or any country unless they are well fed and have comfortable living conditions. If we wish to establish new methods for solving international problems, if we are tired and disgusted with the methods recently relied upon, we must see to it that certain physical problems dealing with actual living conditions in the different parts of the world are first solved. We may then, through education, attempt again to establish a new point of view in dealing with international questions.

This brief review emphasises, I believe, the necessity for the American people to become cognizant of the resources and actual living conditions in the various parts of this country and informed as to the resources, the character of the people, their hopes and ideals, and the actual living conditions in the other countries of the world. We must develop in the American people an international point of view. We have reached the stage when our future growth, perhaps our peaceful existence, depends upon our judgment in dealing with the other peoples of the world.

II

With this background may we turn to certain phases of the immediate situation in our educational work in America. At the time this university was opened there were but few opportunities for pursuing graduate studies in this country. Clark University at once took a very eminent position among the few institutions where research work beyond the college stage was being actively promoted.

Since the founding of this university many colleges in the country have established graduate departments. Many universities have developed graduate professional schools, and today the opportunities for research work in colleges, in universities, in industrial plants, and in specially endowed institutions are numerous. The difficulty often is in finding men

with sufficient power, imagination, and devotion to research to occupy the positions available.

With all our enthusiasm for advanced studies we have unfortunately neglected the development of research work in that field which should lead most directly to an understanding of the present actual living conditions in this and other lands. We have neglected to develop the study of geography in this country. In this we have lagged far behind the people of central and western Europe. There, geography is taught in all the schools leading up to the universities, and in all of the leading universities, there are large departments of geography. At the University of Paris there are usually seven or eight on the staff who give their entire time to instruction or investigations in geography. We are, as far as geographic knowledge is concerned, an illiterate people. That means that we are illiterate as to the economic conditions in the different parts of the United States and in foreign lands. We do not as citizens know how to vote intelligently on questions of international policy, and yet such questions are brought before us almost every day in newspapers, and we may expect questions of international significance to be brought before us in every succeeding national election.

Everyone who is going into consular or diplomatic service should know the geography of his own country, the resources in the different sections, the people, and the problems the people are meeting, before he attempts to represent those people in another land or court. He should know also the geography of the world—know it not simply as *place* geography, but as the geography which leads to an understanding of the hopes, the aspirations of the people.

Most of us recall geography as an elementary school subject. We bounded states, defined islands and peninsulars, and named capitals. Perhaps there are some here who sang the names of the capes and the names of the capitals in their geography lessons.

Geography today is not merely an informational subject. It has become a science, concerned primarily with the interpretation of present conditions in the world. Each group of people is living in what we may think of as a natural

region. That region has certain physical features; it is a lowland plain near the coast or inland, or it is an upland, or a mountainous district; it has a certain climate, and it has certain natural resources.

In the study of the physical features the geographers feel a close bond of fellowship with other students of the natural sciences. They are building up conceptions of the origin and history of land forms that stimulate the imagination most wholesomely. There is a special pleasure coming from these studies to anyone who travels or anyone who reads, and there is a cultural value equal perhaps to that which may come from the study of any one of the natural sciences. The study of the atmosphere is a branch of physics, and the application of the laws already discovered is having a direct and very interesting influence upon life today. In climatology we see an immediate human interest in the study of the laws of the atmosphere. When the natural resources are studied, geology, chemistry, biology, and many other sciences are called upon for contributions.

Through a study of the physical features, the climate, and the natural resources we come to understand the physical setting,—the stage, as it were, upon which human beings come and enact their lives. The people who inhabit a natural region are responding to the geographic stimuli. They have brought with them traditions and race characteristics which determine many of their customs and social institutions, but their lives in that particular region depend upon the geographic conditions which they find about them.

Those in one habitat come to require an exchange of commodities with those in another. Trade between these natural regions of the world springs up, and all countries become bound together by a network of trade routes and lines of communication, in the ocean and on the surface of the ocean, on the land, and through the air. The remarkable scientific and mechanical progress of the last half century has now brought the entire world within the range of a few days' journey.

Geographers are striving constantly to understand man's effort to adapt himself to the everchanging environment

within the different natural regions of the world. The study of history, economics, and the social sciences must proceed hand in hand with the study of geography, for we are aiming in the end to understand human geography.

It has been peculiarly unfortunate that most of those who have returned to teach in our elementary schools, have had no further training in geography than that which they received in the same elementary schools where they are to teach. Even those who go through the normal schools usually escape without any special training in geography. In the colleges and universities the situation is even worse, for very few colleges or universities offer any work in Geography. Teachers, principals, superintendents, and college presidents complete their training and enter upon professional work without being influenced by geographical instruction. They do not feel impelled to promote the study of geography in their schools.

Dr. Edward B. Mathews of the Division of Geology and Geography of the National Research Council has recently collected the following data:

Out of 571 colleges in America 401, or 70%, offer no geography, and if physiography be considered a part of geology, then the colleges offering no geography reach to 81%. At present 105 institutions give all the college instruction in geography that this country offers, and of these only 31 offer an opportunity for more than two years, and only 9 offer four years or more of continuous study in geography.

The University of Chicago now has the best organized and most fully equipped department of geography in this country. There is not a single institution east of Chicago where graduate students are adequately provided for in the field of geography. The system of geographical instruction in this country must be made complete with work in the elementary schools, high schools, colleges and universities, just as truly as the instruction and opportunities for advanced studies have been provided in history, languages, and certain of the natural sciences.

III

During the last few years, however, there has been a great awakening in this country of an interest in geography. Those actively engaged in promoting research work in this field have organized the Association of American Geographers. There has also been established the National Council of Geography Teachers, which aims to improve the teaching of geography. This council now has 34 state branches. The *Journal of Geography* is the Property and official organ of the Council. The American Geographical Society is appropriating large sums in support of geographical researches in Latin America. The National Geographic Society has sent out several research expeditions.

In 1913 my predecessor at Harvard warned me against leading too many men into the study of geography, for he told me that I could not find places for them. That was true then, but it is not true today. During the past year we have known of at least forty calls from different institutions for experts trained in this field. The calls come from superintendents of public schools, state commissioners of education, from high schools, normal schools, colleges, universities, large business establishments, the geographical societies, the department of State and the National Survey. Since coming to Clark University I have received several such requests, and when I have replied that I could not fill the order, some have asked me to place the order on the books and supply the man as soon as possible. Even at this time, when educational institutions find it difficult to increase their salary budgets, many of them are anxious to establish departments of geography. Others are ready to expand their departments of geography. These requests represent a demand from the American people which the educational institutions are trying to meet.

Many of the large banks and corporations engaged in foreign trade are taking from our educational institutions men trained in geography and offering them large financial inducements to leave the academic work. I predict that the young men trained in economic and commercial geography will be called to assist in the development of our great manufacturing and

trading industries just as the economic geologists have been called into mining, metallurgy, and exploratory work for mineral resources.

IV

After a careful study of the needs in higher education in this country the Trustees of Clark University adopted plans which, if successfully carried out, will lead to the development in Clark University of a department unique in America and pre-eminent in its special field. It will be a department which should help to fill a real gap in our educational system, and make important contributions to the work of all schools in America. It will be a department where a large part of the resources available and a large part of the energy of the staff will be devoted to the promotion of research work and productive scholarship. It should enrich the cultural values in education and make important contributions bearing upon industrial and commercial problems and upon many other national and international problems before the adult citizenship of the United States.

In addition to the regular collegiate courses and to graduate work in certain of the strong departments for research already established, we shall offer to teachers, to men entering large business enterprises, especially international trade, to all those who wish to enter consular or diplomatic service, special facilities in the study of geography. It will be our policy to establish and develop a graduate school in geography; a school with a staff of experts who must become familiar with the geography of the different parts of the world; not entirely home-made experts, but experts who, by means of frequent visits, active correspondence, and constant study of a given portion of this earth, keep up to date in their knowledge of the actual conditions in the different countries.

The laboratory for the staff in such a school is world wide. No one member of the staff will ever see all of that laboratory, but the laboratory work is as essential as it is in the development of the sciences of physics, chemistry, and biology. Just as field work has been absolutely essential in the development of the science of geology, so it is essential in the scien-

tific study of geography. Our representatives must have a first-hand knowledge of the people whom they are studying and the conditions which they are describing. They should return from their laboratory studies full of enthusiasm, with up-to-date information, ready with their pens, ready to teach, and ready to prepare new maps. They should put new life into the institution. We must look forward to developing for America a great bureau of information regarding the present conditions in this and distant lands. We must look forward to the preparation for American educational institutions and for American industrial interests of experts in the geographic fields of study and service. As the research work of the members of this staff progresses, we will look forward to the appearance of a series of authoritative volumes on the geography of this and other countries.

Our library will be enlarged to meet the needs in those fields of study in which special opportunities are offered, and we may confidently predict that it will, within a few years, become the most complete geographical library in America. We shall welcome special students, explorers, and authors who wish to make Clark University library their headquarters while they are preparing manuscripts for publication.

We have already been asked by citizens of Worcester to found a Geographical Society in this city. Such a society would naturally invite as speakers explorers, travellers, and eminent scientists. We have been asked to establish correspondence and extension courses in geography and in industrial history so that teachers who cannot return to college may become better prepared for the work they find they must do. Through our summer school we hope to serve teachers.

V

Our policy will, I believe, react very favorably upon the collegiate division of the University. With the union and reorganization of the faculties the curriculum of the college should be enriched, and we shall expect every one who is added to the staff of Clark University to offer some instruc-





Portrait of
AUGUSTUS GEORGE BULLOCK
by
Leslie P. Thompson, Boston

tion to the undergraduate students. Every Clark College man should have the opportunity of meeting and working with the various members of the staff, and we shall limit the number of students in the college so that all of the instruction may be given by well-trained experts. I trust that the work offered and the college life provided will be such that the man who has an opportunity to attend Clark will appreciate that he is very fortunate. There are certain distinct advantages in attending a small college.

Throughout the work of the entire institution our aim shall be to co-operate in the training of American citizens. We shall use whatever knowledge we have available as a tool in the training of young people. The passing of courses is not a guarantee of an educated man. We shall look more for growth in power, for growth in moral and intellectual independence.

VI

This nation has closed the period of great physical expansion, and is facing new problems in internal development; it has closed the period of isolation and is facing new problems of international relations. We must from now on have at our command a knowledge of the geography of the world. We must develop in the American people an international point of view. Our education should lead not only to the development of broadminded, noble, and generous American citizens who will intelligently sympathize with the people of all nations, but to broadminded, noble, and generous citizens of the world.

RECEPTION

At the close of the exercises in the gymnasium there was a reception in the Art Gallery at the Library. A feature of the afternoon was the hanging of an oil painting of Augustus George Bullock by Leslie P. Thompson of Boston. Mr. Bullock has been a member of the Board of Trustees since 1902 and was President of the Board from 1905 to 1919.

DINNER

At half past seven in the evening the Trustees gave a dinner at the Bancroft Hotel to about 250 guests.

CHIEF JUSTICE ARTHUR P. RUGG

Presided and introduced the following speakers:

HIS HONOR THE MAYOR, PETER F. SULLIVAN

It is my happy privilege as Mayor of Worcester to extend a hearty greeting to the new President, Wallace Walter Atwood, of Clark University, and to assure him that the City of Worcester, the Heart of the Commonwealth of Massachusetts, welcomes him to her midst as a valuable addition to her list of distinguished citizens.

It is not amiss at this time to express the hope and the conviction that Worcester will be benefited by Doctor Atwood's coming, and that Doctor Atwood will be pleased with Worcester. Of the former I have very little doubt. I trust that Worcester will so grow on Doctor Atwood that he will soon love our fair city—(I think he does even now)—as do those of us who have lived here for a longer time than he.

It is also a pleasure to extend the greetings and welcome to our fair city to the distinguished educators who have visited here, to pay honor to Clark University and its new President. Worcester indeed feels proud to be the host of so many distinguished men of letters at this time. I have seen a number of inaugurations, I have even participated in some, but never before have I heard of one man being inaugurated the second President of a University, the third President of a College and the first President of a combined university and college at the same hour. This, I understand, is what has taken place to-day, with all the honors going to Doctor Atwood, the "end-man" (referring to Dr. Atwood's seat at table) of this occasion.

It is a great pleasure to learn that Dr. Atwood plans to make Clark University a living vital force in Worcester, a force for good, a force which will spread not only the name and fame of Clark but also of Worcester throughout the

United States,—yes, throughout the world. Clark, by living up to her ideals, will be of immense help to Worcester, and Worcester will, let us all hope, do her share for Clark.

Let me say to you, Doctor Atwood, in behalf of the City of Worcester, as its chief executive, I congratulate you and bid you God speed on your noble mission.

DR. G. STANLEY HALL

Former President of Clark University

If I had followed my own personal preferences I should not have been heard or even heard of to-day because in all these exercises our faces are turned toward the rising and not toward the westering constellation. If I died officially last September, I am now buried; and, indeed, the too kind things said of me suggest the precept *De mortuis nil nisi bonum*. If my voice is one from the tombs, I am glad to report that I find this kind of postmortem life a very real, very happy, and very busy one. It is especially happy because I am so fully persuaded that Clark enters to-day upon a more distinguished and useful career of service and that the change of administration came at or near the psychological moment. If it is not a little too late, it certainly is not too early.

When President Eliot first assumed office at Harvard, he changed many things for the better, and Oliver Wendell Holmes, who had taught Anatomy at the Medical School in the same old way for thirty years, asked him why all these changes, which he felt unsettling; and Eliot replied, "Professor Holmes, Harvard has a new president." I know nothing of President Atwood's plans, but my admonition to all my colleagues on the professorial staff, especially the older members, is to realize that Clark has a new president and that changes, perhaps greater than they anticipated, are inevitable, and to loyally adjust to them, whatever they may be, as I certainly shall most heartily and unreservedly to any modifications of "my policies;" for methods and ideals, as well as men, come and go, but institutions, like Tennyson's brook, "go on forever."

The College and University, I believe, needed a more or less separate administration during the years of their immaturity. But now they are old enough to marry, and I want to throw my handful of rice, a symbol of fertility, as they begin their honeymoon. They will be, as Webster said of liberty and union in his great peroration, "henceforth and forever one and inseparable," and I believe with very great gain to both. Mr. Clark, I long ago saw, was wiser than I in insisting upon the establishment of a college, without which the University, under our conditions, would sooner or later prove an air-plant with no deep roots in the local soil; or, to change the figure, it would be a structure without a stable foundation.

In this selection of a new president I see a triumphant justification of our American system of academic administration. The Faculty, including myself, had the selection been left to us, would have chosen less wisely. It needed the broad view of sagacious men not so near the inside workings of the institution as to fail to get the right perspective. Now that the Board has come forward and discharged this, its supreme function, so wisely and well, getting, as they had to do, a closer and more detailed inside view of things in so doing, may I venture to express the hope that henceforth in all matters of appointment, promotion, courses, degrees, and everything else internal they will leave everything to the official of their choice, as they so signally and uniquely did for me. May I even express the hope to my former colleagues on the teaching staff that they will not press the demand now so often made in so many colleges and universities that they be represented on the Board. Even the president, until our constitution is changed, can never be a member of it. This was a wise provision of the Founder for it greatly facilitates one of the president's chief functions—of representing the Faculty to the Board, and the Board to the Faculty. The alumni of both University and College are now admirably represented in the Board as its President and Secretary respectively, and I would strongly urge my colleagues to reserve their pressure for faculty representation upon it as a counter measure to be used only when the Trus-

tees show a disposition to have their body represented on the professorial staff. When the Trustees nominate his honor, the Chief Justice of the Commonwealth, for the chair of chemistry or make the President of the Board professor in non-Euclidean geometry, then will be the time to seek a revision of our charter, which forbids anyone to be both professor and trustee. For myself, there is nothing I would do to-night more gladly, if I could, than transfer to my successor all the many expressions of good-will I have lately had from Trustees, Faculty, Alumni and Students, and I hope that this to me precious asset may henceforth be his in a measure ever increasing.

On the morning of the opening exercises thirty-two years ago last September 23, the Rector of the University of Berlin, whom I had met, cabled us the three words, *Vivat, Crescat, Floreat*. I am sure that these words express not only what all of us Clark men but all the other institutions represented here, and those not represented, feel for the institution as it begins its new dispensation. Perhaps the relation of the past to the future will prove to be as the Scholastics said the New Testament was to the Old—in the Old, the New lay concealed; and in the New, the Old stands revealed.

Here I would fain close, but in the time assigned me I will briefly try to indicate my own ideals of the present academic situation in this country.

When I asked my dentist the other day why he hurt me so cruelly, when the same operation on the other side, eight years ago, was painless, he replied that he now had to use American instead of German novocaine, which was far inferior as an anesthetic, for we have not yet learned to make the real article. In looking over Kahlbaum's catalogue of hundreds of chemical compounds necessary for every research laboratory, I was told that only a very few of these can yet be produced outside of Germany and that our chemical industries have focussed upon nitrates, dyes, and a few other large-scale products which bring greater profits. If we turn to other departments, ever since the Reformation, German scholarship has led in all Biblical studies, giving us the higher

criticism, and its preëminence has been no less in the study of the classical texts and history. Our professors of philosophy have largely concerned themselves with problems of German origin from Kant to Schopenhauer and Nietzsche. Biological work has for two decades focussed on the theories of Weismann and Mendel, both Teutonic, and in every psychological laboratory the name of Wundt outranks all others, while Freud has more lately given us another group of great and new ideas working as leaven not only in the studies of the human soul, morbid and normal, but in art, literature, religion, history, and daily life. Our students of all the exact sciences are now agog over the theory of relativity as represented by Einstein, another German. For decades our best graduates who desired to specialize have gone to Germany, where so many of our professors have been trained, so that the apex of our educational system was long found there. This was all in accordance with the policy laid down by Fichte only a little more than a century ago in his famous address to the German nation when Napoleon had annihilated the Teutonic armies and crushed the Teutonic spirit, and with his spies at the door. His thesis was that Germany must become *the* educational leader of the world and must thus rehabilitate herself from the bottom up and realize that all her power henceforth must come from knowledge.

To-day this leadership is gravely impaired, if not forever shattered, and why should not this country—now the richest in the world, spending more money for education, as we have been lately told, than all Europe combined—aspire to this succession. Why may we not at least indulge the pipe-dream of some time turning the tide and bringing European graduates here. Of course science is universal and knows no national boundaries, but we have now opportunities and possibilities in this direction undreamed of before and not yet fully realized.

Not only does democracy, if it is to be made safe for the world, require education of its citizenry much above the mental age of thirteen and a half years, as represented by the average intelligence of our two million soldiers tested,

but the world, and perhaps especially this country, is crying out for new and abler leaders in every department. Our statesmen need broader training in international relations; our captains of industry need to look farther afield and farther ahead; our scholarship needs to be more productive. Never was there such a call for trained ability in every field, and never so many vast problems wide open.

Hundreds of our colleges and universities have lately made "drives" that have bettered the salaries of professors, as indeed they had to; but the presidential reports I have looked over are occupied chiefly with details of the mechanical problems of how to train the now rapidly increasing number—but, as most agree, with relatively declining quality—of students that crowd their halls.

In many an industry we hear the complaint that as wages have increased, the amount and quality of work have declined, and it behooves us to ask seriously if there is danger of a similar deterioration in our higher institutions of learning along with the increase of salaries.

Perhaps we should no longer insist upon any hard and fast line of demarcation between pure and applied science, but it is significant that at the recent holiday meeting of one of the oldest and best established scientific societies, eighty per cent of the papers were read by non-academic representatives of science, while in our National Research Council and the Privy Council of Scientific and Industrial Research in Great Britain and the regenerated International Research conference, to say nothing of the constant inroads that industry is now making as never before on academic staffs, it is impossible not to see that we are called upon to do a great deal of careful thinking just now as to the relations between Culture and *Kultur*.

I agree with our distinguished alumnus, Professor Wheeler, that for the most part research can no more be organized and administered than we can organize love, literature, art, or religion, although in a few larger investigations coöperation can now do more than ever before. The psychology of the

spirit of research, which is the native breath and vital air of the true university, bottoms, I think, upon the primitive evolutionary urge that has made man the lord of creation. We love knowledge because it is power. As man has domesticated over one hundred species of animals, using for his own benefit their strength, their instinct, or their keener senses, so he strives to command the powers of nature and to become captain of his own soul. Thus research in my thought is the very apex of creative evolution and is the highest vocation of man. He who reveals and teaches us to command the world without and within is the chief benefactor of the race, the true prophet, priest, and king in our day. Productive scholarship and investigation is also the greatest joy that life affords to mortals, and as I view the world, the university should be not only the shrine but the power-house of this spirit, and everything calls us and our country to-day to a new leadership here. This spirit ought to be for the new post-bellum epoch now opening what the Holy Ghost was to the early Church, for in it the higher powers of man have their chief deployment.

There is one final lesson from the Church that I think we may now lay to heart. Beside and above all its elaborate medieval organization, even when it was at the height of its power and aspired to universal dominion its greatest leaders always felt that above and beyond it was the Church Invisible, eternal, not made with hands, the membership of which consisted of everybody, everywhere who strove supremely for righteousness. And the sentiment I propose is the University Invisible, composed of all those everywhere who are smitten with the passion of adding even a tiny brick to the splendid temple of Science, which is the supreme creation of man, but who are, nevertheless, convinced that of this temple we still have only the foundations, that the most imposing part of the structure is yet to be reared, and feel the call of the spirit to make some original contribution of their own toward its completion. For the true university is, after all, only found in the investigator's state of mind.

WILLIAM MORRIS DAVIS

Professor of Geology, Emeritus, Harvard University

From the standpoint of three-score-years-and-ten, it is rather retrospect than prospect that suggests itself on this occasion, particularly when one speaks of Geography because the retrospect is a very wonderful one. An enormous amount of geographical work has been accomplished; so much that one might say that what remains to be accomplished must be but little. And truly for those whose ambition it is to place their feet where no human foot has ever trod, that view of geography is perhaps right. But there is another view: for one who wishes to turn his head to geographical problems that no human head has ever solved, there is an enormous future waiting.

It is true that the adventurous era of geographical discovery is almost past. The world in the rough sense is known; the continents are all defined, the higher mountains are located; that sort of work has been done. But when it comes to the studious observation and careful description of the regions of the world, it must be said that the regions thus far thoroughly studied and described are very few. Few states of our own country are fully known. Those who live in a state know it locally; those who do not live in it know it very imperfectly, because there are no published means of knowing it thoroughly. It is the same with all the rest of the world, except parts of Europe. Therefore, literally, a world-wide future task remains in the more serious, mature, earnest study of the regions of the world. That is the future field of geographical study.

And it is to this wide field that Clark University is now in a large measure to address itself—a field so wide that one must wish to define it and perhaps to limit it somewhat, all the more when one understands that its limitation involves a rather interesting, indeed an extraordinary problem which demands illustration.

Literary men sometimes tell us of marvels. A poet sings:

“Folk say, a wizard to a northern king
At Christmas-tide such wondrous things did show,
That through one window man beheld the spring,
And through another saw the summer glow,
And through a third the fruited vines a-row,
While still, unheard, but in its wonted way,
Piped the drear wind of that December day.”

Is it not marvellous that three seasons could be seen at one time from three windows, “while still unheard but in its wonted way, piped the drear wind of that December day!” That is the wizardry of imagination. But let me show you how far the facts of science transcend it; for if you should call, not upon a poet in a tower with three windows, but on a group of learned men in a tower with only one window, see the miracle that they would perform. The geologist would say: “Do not think of me as one concerned only with fossils in a museum; look at the wide prospect out of that window, that is my field: the world!” The botanist, although sometimes occupied with pressed plants in a herbarium, would point out of the same window and say: “That broad prospect, verdure-clad, is my field.” The historian, not always occupied with archives, would say, pointing out the same window: “There, outdoors, is the real stage on which the drama of history is played.” The economist, leaving his dry statistics, but pointing out of the same window, says: “Mine is that great out-door field, on which human activities are built.” And the geographer says, with better right than any: “That is my field. I take the earth.”

This fable teaches how much greater are the marvels of science than of poetry. Out of only one window, scientific men may see all these varied prospects, while the poet had to take three windows for his miracle. But science also explains its miracle: for all these different views of the same prospect, each claimed by its special science, differ not so much in the things that they study as in the way that they study them. Certain facts, treated in a certain manner, may constitute the main content of a given science; but if the self-same facts are taken up and treated in another way

they become the standard materials of another science. Without attempting to define geology, history, and the rest, I wish to emphasize the truth that the main object of geographical science is to give us vivid, living pictures of the landscapes of the world.

Each of us knows his home landscape. How few of us know distant landscapes; and how difficult it is, if we wish to learn about them, to find sufficient sources of information! We may know how many miles wide a state is, how many thousands of population it contains, but what are the living landscapes of the state? It is singularly difficult to form a true concept of the regions of the world, in spite of all the geographical work already done upon them.

It is therefore a great field to which this University is about to direct special attention. Although I shall not live to see the fruition of the effort, I venture to suggest some of the lines along which advance toward fruition may be made. They concern the methods and the means of studying the landscapes and regions of the world.

Geography as studied in different nations has become more or less specialized. The British are wonderful explorers; they go out to distant parts of the world and come back home again; but they are not very good in telling the rest of us what they have seen. Their explorers have been everywhere, and they have acquired a vast part of the earth for their own empire; yet it is extremely difficult to learn from those active explorers what their empire really is. The French have developed a very distinctly historical school of geography; their methods are very scholarly but they incline so far towards history that one wonders after all if they are not producing geographical history instead of geography proper. The Germans, with something of their characteristic profundity, have plunged too deeply into geology, and as a result bring into their geography a quantity of irrelevant erudition that delays the understanding of the plainly visible landscape; they know so much and tell us so much of what they know that the plain thing before us is rather obscured. The American school, if there be one, has been not so much over-developed on the geologic or physiographic side, as not

enough developed on the humanistic side. It is to the better balanced development of an American school of geography that I hope the new President and the future professors and students of this university will devote themselves. Let the geography that they teach and study contain no irrelevant matter; let it have a truly geographical flavor; and let it pass beyond the merely utilitarian field into purely scientific research, like the research of astronomy.

How greatly has the world been moved recently by one of the most famous of Americans, Michelson, because of his discovery of a method for measuring the diameter of the stars: what an absolutely useless discovery, yet how superb! Let us therefore hope that geography, with all its enormous practical value, as indicated in the address of your President this afternoon, will not stop with simply utilitarian study; let us hope that there may be in the future as great a thrill when some remote and lofty geographical discovery is announced as was felt when Michaelson told us that he had measured the diameter of a star.

Let all the elements of the subject and all of its utilitarian applications be looked into fully, but let the University go on and build up the highest kind of scientific geography. I firmly believe that the geographer will never get the best out of his science until he plunges as far ahead as possible into topics that may have no apparent or immediate application.

Now what are the material means by which scientific geography may be best pursued? There must be, in the first place, a good number of professors of geography, at least one for a continent, as well as instructors and assistants, laboratories and libraries. The professors must not spend all their time at their desks; they must be appointed on a plan which shall enable each one in rotation to spend a considerable fraction of his time, about one year in every five or six, away from the University, in his own special field of out-door research: and on his return he must not be at once plunged into administration or teaching, but must have a sufficient measure of free time to work up the results of his

field study. Further: when he is sent out for exploration or research, he must not go on half pay; he ought to have double pay, for it is a great deal more expensive to carry on geographical work in central Asia than in Worcester! If it is desired that the future professor of geography in Clark University shall do real geographical research, double his pay in those years when he is sent off to foreign lands; and on his return give him the fullest opportunity to write out his results. For the following year, he may have conferences with advanced students on special problems, but he should be largely free to make the best of what he went out to get.

As to students; do not wait until they have finished their graduate work before sending them into the field; but as soon as they have had fair preparation and have shown good capacity, give them the very best means of development by despatching them to distant places where they must work largely alone, or perhaps in pairs, on new problems; provide them with sufficient means not for luxury but for success; let them remain six months at least, perhaps a year. Then, when they come back again, see that they spend sufficient time in working up the results of their explorations, and let their reports serve as their theses for the doctorate. Do not accept for a thesis a little home problem, but demand a good large problem, the solution of which will test a student's mettle. A thesis prepared in this way should present a region or district of the world so clearly that others can see it for themselves.

The establishment of a graduate school of geography is a dream that I have long had, but I hardly imagined it possible to see the beginning of its realization; yet from what we have heard to-day the dream may become a reality and it is with that prospect before you, Mr. President, that I salute you in your new position. It will be a great pleasure to watch your progress along the path that you have marked out. Let me wish you every opportunity and every success, and to these congratulations of my own, I beg leave to add those of the old university which I have the honor to represent.

GEORGE ROBERTS

Vice-President of the National City Bank, of New York

I am here, as you know, in the humble capacity of a substitute. Few would be qualified to take Mr. Vanderlip's place in any discussion of international relations, and I do not assume to fill his place. Before leaving this morning, he gave me a letter which he requested me to read to this company, and which I know you will be glad to hear. It is addressed to Dr. Atwood.

"My Dear Doctor Atwood:—

"I doubly regret my inability to be present at your installation as President of Clark University.

"I should like to do my small part in paying you honor on this occasion, and my inability to keep my engagement would, for that reason alone, be a source of regret.

"The occasion has, however, to my mind, a deeper significance than ordinarily attaches to the installation of a new president of an institution of learning, important as that may be.

"In taking the step that you are, leading as it will to new endeavor for higher education and in putting a fresh emphasis upon the importance of geographical studies which the new plans for Clark University contemplate, you are, it seems clear to me, taking a leading part in a movement of deep significance, and I am sorry to miss the opportunity which the occasion would have made for saying a word in regard to what I believe is the practical value of such a movement to American business. I am not thinking so much, either, of business as measured by mere statistics of imports and exports, as I am of the larger consideration of the practical value of such an undertaking to the proper economic and social development of the American people.

"There is, perhaps, no fact which has more profoundly impressed me than the vast growth in the world's population and the significant social and economic results that flow from it. The world's population has much more than doubled, in the life-time of a man. A better economic organization of world affairs must be achieved if we are to have any assurance

of peace between nations or any solid promise of a continued advance in the general standard of living. A fundamental basis for a better economic organization of the world is a better scientific understanding of world resources and a wider dissemination of geographical knowledge.

"If that is true, and it seems clear to me that it is, you are assuming, along with the honors of a college presidency, a great responsibility, and there is open before you a great opportunity. I sincerely hope that you will realize in the largest way the possibilities of that opportunity.

"Faithfully yours,

"FRANK A. VANDERLIP."

I will take for the text of my remarks the reference which Mr. Vanderlip has made to the increase of world population. I do so because I have been myself profoundly impressed with the fact. I do not think the people of this country, or of the world, have begun to appreciate the significance, the influence, upon social and political conditions in this country and throughout the world of the occupation of the Mississippi Valley. I am impressed by it perhaps because that was my birthplace. To a great extent the settlement of the Mississippi Valley has taken place in my life time.

Now, I know that this question of the pressure of population upon natural resources is not new; it has been gravely considered before, years ago. It is just about 100 years ago since Malthus wrote his famous essay upon Population; Europe was passing through hard times, the times during and immediately following the Napoleonic wars; Europe was thought to be over-populated at that time. The outlook for the future for the masses of the people seemed to be very gloomy. It looked as though the command of man over the resources of Nature was hardly sufficient to assure a miserable living for the population, to say nothing of ameliorating living conditions. College men, statesmen, clergymen, the leaders of society, gravely discussed plague and starvation and war as perhaps necessary agencies for holding the population in check. But the development of the steam engine and the loco-

motive, and the opening of the Mississippi Valley changed all that. But changed it for how long?

My father was born in Central New York; when he grew up to be a man and looked around to see what he would do for a living, it seemed to him there was no longer much of a chance for a young man in the State of New York (that was about 1840), and he determined to go to a new country. He fixed upon the Territory of Iowa, and so it came about that I was born in the State of Iowa. You geographers may be interested to know what seemed to be the most direct route—he took the Erie Canal route, down to New York City and a sailing vessel for New Orleans and went up the Mississippi River.

There were about 17,000,000 people in the United States when my father went to Iowa, and my children, if they live, will see 200,000,000. There were about 175,000,000 people in Europe at the close of the wars with Napoleon, and about 450,000,000 now. And all these people and their descendants, the increasing population must be fed and clothed and housed, and the ability to do it depends largely upon access to the soil and to command over the resources of Nature.

The statesmen of Europe always said that the real test of American institutions would come when the free lands were closed. I remember reading long ago in the *Essays of Macaulay* his side of the discussion with someone (I have forgotten whom) over the question of enlarging the suffrage in England. It was perhaps eighty years ago; and Macaulay (who was a liberal for his day, a member of the Liberal party, the Whig party at that time), was opposed to the enlargement of the suffrage, and the reason he gave was that you could not expect the masses of the people, if they had power put into their hands, to consent to such an accumulation of capital in comparatively few hands as was actually necessary for the development and progress of industry and for the best interests of the entire population. His opponent answered him by pointing to the example of the United States and the success of democratic institutions in the United States; and I remember Macaulay's answer. He said, "As for America I appeal to the Twentieth Century!"

The Twentieth Century is here, and all the problems that Macaulay predicted are before us to-day.

Throughout all our past, there has been always fresh fertile land further West, beyond the settlements, to which the population continually overflowed. It has been a safety valve to society in the past. Those days are gone; the free lands are gone; the cheap lands are gone; there still may be a great increase in food production in the United States, but it must come, in the future, from lands upon which there must be a considerable expenditure of capital in preparation, in drainage, in irrigation, in clearing cut-over lands, etc., and by more scientific methods of agriculture.

It is like this as to our other resources. Time was when New York was a great timber state. Pennsylvania, I think no farther back than 1870, led all States in the production of timber. Now, New York and Pennsylvania get their lumber from other States, largely from the South; and within ten years, four-fifths of all the lumber mills that are cutting lumber in the southern states will be shut down because the tributary timber will be gone, and then all our timber will come from the Pacific States, and eventually the price of lumber must be high enough to pay for growing timber.

Thus, we see that as the population increases, the struggle to maintain and advance the standard of living becomes constantly more severe. As population increases and as the natural resources are depleted we are dependent upon the higher and more effective organization of industry and the gains by invention and scientific discovery. The situation in recent years has put the whole industrial organization under strain. Our wage-earners have felt that their wages were not reaching quite as far as formerly and have wanted more pay. Business men have felt their costs were increasing and profits diminishing, and have tried to push up the prices of what they had to sell. Everybody has been reaching out to recoup himself somewhere, and everybody wondering what was the matter and suspecting that somebody was to blame. It does not follow that somebody has been to blame. We have

not been getting so much for nothing as we did when our cattle were pastured on the public domain.

All this affects us vitally. It has a bearing upon our national policies. Like all new peoples and new countries we have been anxious to develop our resources, to increase our population, to make ourselves industrially independent. We have pursued what we have called a policy of protection to all our home interests for the purpose of doing so. It is a natural policy for a new people to pursue. Even the daughter Dominions of Free Trade England do the same; but a change has come over the situation. During all these years in the past, we have been exporters of food stuffs and raw materials, and the duties which were nominally levied upon them were not actually effective upon the cost of these things, because we were exporting them at that time. That situation has changed and the time is coming, and near at hand, when we must make our decision as to whether we will integrate our industries to the industries of the world, develop our industrial system as a part of the industrial system of the world, or whether we will choose a policy of isolation and exclusion.

You have here in New England a great shoe industry which has demonstrated its ability to meet competition in all parts of the world, but can the shoe industry do that, if it is obliged to pay a duty on imports of hides which will lift it above the level of costs for the rest of the world? And the same question comes up as to every duty which increases the cost of living to the wage earner and which requires that he shall be compensated in his wage for the higher cost of living. We have just now, in Congress, a bill pending, directed particularly at our neighboring and friendly country, Canada, against importations, especially food. This country is an exporter of wheat to-day. We have exported over 200,000,000 bushels of wheat since the 1st of July, and our importations of wheat from Canada have been something like 30,000,000, much of which has gone through this country to foreign countries; and yet, largely by our habits of thinking in the past, attention has been fixed upon those small importations of wheat without regard to the great exportations of manufac-

tured goods from this country to Canada. Our exports to Canada in the last year, in round numbers, were \$971,000,000, and our total imports from Canada, including agricultural products and all products, have been about \$611,000,000. That is to say, Canada, on balance, owes us over \$360,000,000 on the trade of last year. Is it reasonable, is it business-like, to see only the \$600,000,000 coming in, and disregard the \$900,000,000 going out?

These are some of the questions which are becoming practical questions for us to solve, questions of our geographical and economic relations with the rest of the world. It is a question of mutual interests, and of our own interests, in the broadest sense. The fundamental fact about world relations and all economic relations is this mutuality of interests, and yet that fact is so faintly comprehended that we have a world of rivalries and antagonisms that at times break out in war. The responsibility for war does not rest entirely with the country that fires the first gun. The spirit of war is developed in these mistaken ideas about national interests. If two peoples believe that their vital interests are fundamentally in conflict, that there is an irreconcilable rivalry and struggle between them, if each believes that the future of its country and of its children is at stake, why of course they will fight—there is nothing else to do, it is an inevitable outcome.

That whole conception of international relations is fundamentally wrong. It is based upon the theory that there is danger of constant over-production, that there will not be a market for products; and that whole theory of over-production is an insult to the intelligence and aspirations of the people.

The people of this country live upon a level of comfort that is far above that of any other people of the world, and yet it is far below the level of their own wants and their own proper aspirations. There is no danger of any such thing as general over-production. There may be an unbalanced production; there is that throughout the world to-day. The people of every country of the world to-day are sitting upon their piles of products, eager to buy and sell and unable to do either because there is a state of unbalanced production,

due to the disorganization caused by the war. But there is no such thing as general over-production. If we could get that idea out of the minds of the public, and out of the thought of the business world, it would mean a great gain for friendly relations.

The great problem of to-day is, to so organize, to so co-ordinate, and integrate and balance the industries of the world as to provide the greatest possible amount of all the comforts of life for the masses of the people. That is the great appeal to the enlightened and constructive forces of the world.

DR. JOHN H. FINLEY

Former President of New York State University and Commissioner of Education of the State of New York, Associate Editor of the "New York Times"

I do not know what can recommend me to your attention at this time of night. I cannot even claim such ancestry as that which Mr. Roberts has; my ancestors came over in a boat, probably named the "Shamrock"—if not the "Shamrock," the "Thistle." I early in life, in a co-educational institution out in the West, learned the futility of endeavoring to compete with descendants of the "Mayflower"—so I married one.

All I can say, in recommending myself to you, is that I am now the ancestor of three descendants of the "Mayflower."

I have but a short time at my command; I am taking a train soon; but I wish particularly publicly to express my appreciation of the recognition I have received from the President and Trustees. Some years ago, I walked across the State of New Hampshire to attend the inauguration of a certain president. I arrived at the Inn, looking like a tramp, and I saw this gentleman (indicating Dr. G. Stanley Hall on his left) and I asked him to identify me. He said he had never seen me before. To-night, I have a dress suit and a white tie and he recognized me. I wish to acknowledge the honor of being permitted to sit at the right of this man who is at my left. The last time I saw him was out on the prairie where we were doing one-night stands together and we had

to make a certain connection. *I think you owe me still a half dollar, sir.* I bribed—I mean, I gave—the engineer a silver dollar in order to persuade him to move the train a little faster so that we should make our connection. That dollar went farther than any I ever spent, I think, in my life. And here I am at his side, in the class of “Formers”—Mr. Roberts and the two end men are not in that class.

A “Former” is one who after he has filled a number of important positions, *such as you and I have filled* (indicating Dr. Hall) becomes a “former” of public opinion.

I said to the Association of College Presidents the other night that I had two supreme distinctions in my life, both of which I have lost:—first, I was at one time the youngest college president in the world. I soon lost that distinction—through no fault of mine. Then I resigned a few weeks ago the position of president of the University of the State of New York. At that time, I think I was, save one, the oldest living university president, in point of service I mean, in the United States, which will indicate to you how young the other university presidents are.

I stand, as I said to the Presidents the other night, as Priam at the walls of Troy, except—there is no Helen at my side, wise with age and garrulous with years, calling Helen’s attention to the young warriors who are coming to take the places of these old men who have become “formers.” It is a great pleasure to be here.

I find I was to speak on the subject of “The Tele-Victorian Age.” I hesitated to select that subject, because it is in violation of the rules of a philologist, but it has a certain geological and geographical import. Then I discovered, after hearing President Atwood’s talk of this afternoon that we had passed out of that age—of course he gave it another name, I chose one of classical import. He called it the period of expansional evolution. He said we have passed out of that and are coming into the period of restrictional evolution; that is, we are going into an age which I should call the Peri-Nicean age. We are entering upon what I should call the Peri-Victorian age; we have already passed the “tele” age, the age of the conquests of the future.

I looked in my old Greek dictionary to find out how many *peri* (near) and how many *tele* (far) words there were. I discovered the ratio was about 16 to 1, that there were 67 columns of "near" words, "peri" words and between 4 and 5 columns of "far" words. I was going to give some illustrations, but time does not permit. If you will examine the dictionary, you will find what I have said is true. Most of those "tele" words of the old Greek time were, after all, "near" words. It would seem so to us now because the whole world at that time was not larger than the United States. And think what education meant at that time!

A certain distinguished university president has defined education as "adaptation to one's environment." I do not like that definition, it is not a good definition for human beings. The definition is, "the conquest of one's environment." I have made a list of the accomplishments of a single man in ancient times, Hippocrates: he had "conquered his environment." Just think of what this man knew!—he was abreast of his time as an astronomer, he had traveled the greater part of the earth, he knew something of navigation, knew something of law, he was fond of music and poetry, he was a critic of art, he assumed to write authentically on colors, ethics, etc., also wrote an essay on "cheerfulness." After all, the sciences with which he was familiar are the sciences that had to do with the audible and the visible.

We are as we were told to-day, on the edge of this Peri-Victorian age, when all things shall become as "near."

I have some notes, which if I should read them to you, would tell you how this world has been extended during this Tele-Victorian period, but I cannot speak of that. We have now come into the planetary consciousness, and I think into the cosmic consciousness, and this Clark University is to be a place of cosmic consciousness. In talking with a professor of astronomy, he asked me, Do you generally talk in terms of "cosmic conversation." Here is a place where cosmic conversation may go on continuously. The "far" is to become as the "near."

I saw a man who was most enthusiastic over a trilobite, a creature which no longer exists. He had discovered there

was a little indentation which indicated to him that it had a median eye. I asked him why the creature had disappeared from the face of the earth, and he said it was because, I suppose, one of his eyes was used for far-seeing and the other for near; he had lost either the middle or one of the other eyes and could not see both at a distance and near at hand and so disappeared.

That is suggestive, it seems to me. We have got to keep our eye on the "far" as well as the "near," and on the "near" as well as the "far." We must not neglect those things about us.

I remember once I was trying to get into a position to see the Coliseum and all but fell over a plough made in Syracuse, New York. I have often thought that that plough was immensely more significant than the Coliseum, if only we could understand its significance. I have other illustrations of that sort, which I will spare you.

A few days ago I had the great pleasure of attending a meeting of the Czecho-Slovak mission and the Chinese mission. They had come over to learn what they could from us and carry it back to their peoples. I remember a letter which your Justice Holmes wrote to a friend of mine—I do not know how much of it was his and how much was a French philosopher's—"we are no longer looking to the past for our sanctions. We shall eventually come to qualify not in mortality but in locality." That is coming to be the tendency.

I have given expression to a desire to walk around this earth before I have to leave it. I voiced that thought to President Ferry the other night. He said that reminded him of a French priest whom he knew and whom he had just seen in California. He said to him, How does it happen that you are here? And the priest said, "Ah, I had a dream one night in my little parish in France, a dream that I had come to the end of my life and was summoned into the presence of God, and the first question He asked me was, What do you think of my earth? The priest said, I was very much embarrassed. I had to tell the Lord I had not been outside of my parish."

President Atwood and his corps of explorers and students will be a great help to the Almighty some day! They will be able to tell the Lord about this wonderful earth of His and perhaps tell Him how to "arise and amend it," as the prayer goes.

I am going to read just these lines—I did not look out of "three windows" when I was writing them. I did not look out of "one window." They are apropos of the light from that star which was measured by one who was a teacher here in Clark University:

The light that started toward your eyes
From the "Colossus of the skies"
A century before your birth
Has but this second reached the earth.

Long, long, it's been upon the way
To give you God-speed on this day
Yet has it come althro' the night
With God's own speed, the speed of light.

Orion's bands at last are loose
Since one has measured Betelgeuse
One who has taught in your own halls
And seen the stars beyond your walls.

So may the light of Heaven be
The lamp of your geography.

WALLACE WALTER ATWOOD

President of Clark University

I told my secretary and I told the members of the Board of Trustees that I should wait until this evening before I attempted to think of what I should say at the close of this program, so you see that I am put down without any theme at all.

One thing comes to me at once,—I sincerely appreciate the unusual attention which has been given to the speakers to-

night, and the attention that was given to the speakers this afternoon. I appreciate especially the attention which you gave to me late this afternoon when it was perhaps a little uncomfortable in our hall.

The spirit in which you have received the ideas presented this afternoon and this evening is of peculiar significance to me, and it has impressed me more and more with the possibilities that lie before us here at Clark, and also the responsibility which we have assumed.

We need a group of men and women who are equal to this new responsibility. Some of the speakers have qualified this evening for positions on the new faculty, and I think an early meeting of our Board will be necessary.

I am pleased to have so cordial a welcome from Your Honor the Mayor. I want to feel at home in Worcester, and I want to serve Worcester. I am delighted to hear from my predecessor at Harvard; he will live, I believe and trust, to see a great deal of that of which he has dreamed accomplished, and I expect him to continue to co-operate actively with me in this work. It is a great pleasure for me to find my predecessor at Clark University, Dr. Hall, believing in the ideals which we now have before us and which we have emphasized to-night.

Also, to hear from Mr. Vanderlip and from Mr. Roberts of ideas and ideals with which you know I am in perfect sympathy is most encouraging. They knew nothing of what was said this afternoon. Mr. Roberts arrived from New York at 5 p. m. Both Mr. Vanderlip and Mr. Roberts have been and are now studying many of the most important national and international problems. They approach those problems from a somewhat different angle and with a different background of experience than that of the scientist or educator, but it is a great satisfaction to find that our conceptions of those problems and our ideals for solving them are in perfect harmony.

The American people are to play a large part in the affairs of the world. I trust that you will keep that fact clearly in mind. Our further development and possibly our future

peaceful existence, will depend upon our treatment of other nations in our international affairs.

Among all my friends who have been so kind to-night, this poetic genius, whom I love so dearly has made as great a sacrifice as any one to be here. He will leave for Europe in about 48 hours, and I realize that in giving us so much of his time to-day he has undoubtedly overcrowded his program. Just the other evening, when he passed through the city late at night, we had a short visit. I little thought then, when he asked me the pronunciation of that famous star, Betelgeuse, what he was going to do with the name. I wish that each one of you could take a stroll with him—not one of his 70-mile strolls, but just a walk in the woods—for he is a true lover of out-of-doors.

On Thursday evening Dr. Finley will leave this country with the duty before him of interpreting conditions in another land to the American people. I look upon that as just the sort of thing we, at Clark University, shall want to do. I wish we could annex the *New York Times* editorial staff. We shall want to send men to all countries of the world. We shall want men who can make correct observations. We shall want men who see the possibility of integrating the great industries of the world. Each one of them must have an international point of view.

There is just one thought at this late hour that I should like to add to the evening program. In the pursuit of geographic studies, in almost all research work, there is an element of fun that no one of the speakers has emphasized. It is just pure, downright fun to get out of doors and work in the fields, to see strange lands or climb over unknown mountain ranges. Sometimes such a life has a bit of the ridiculous in it. I remember the first season I served as a geologist. It was on the New Jersey Survey. I was at work trying to find out the various strata in the coastal plain formations. There was a fluffy sand underlain by some clay sands, and I was trying to find the contact or dividing plane; I had thrown away my trowel and was down on my hands and knees digging up the sands with the hands, when two fellows

came by and one, in a very audible voice, said to the other: "I wonder if he has buried a bone there."

Later it became my good fortune to go farther west—far off to the northwestern part of the continent. Imagine our little party on a mountain crest, following along some continental divide trail, away from all human settlements, deeply interested in our studies. Perhaps I have with me a group of students and we are invading new fields, working together on unsolved problems, an occupation which I think is ideal from an educational standpoint. The men take different sections of the country about us to explore, reporting each night on what they have discovered. There is no question of looking on another man's paper, no question of whispering, no unfair coaching, but everybody is helping everybody else as new information comes in. Imagine us around a camp fire, trying to match our different bits of data. We are men doing original research work; a small group, each helping the other and each man learning how to work, and having before him every day the possibility of making a real discovery. Perhaps he finds a significant fossil and comes back at night to tell us about it as we sit around the camp fire. And yet, whether it is on a mountain top or on the hills north of the Arctic Circle, when we look upon the little valley below, we think of the trail which will guide us homeward. Though we are students of the out-of-doors, we see that our studies all fit into the welfare of man. We want them to be of value to man. We continue the search for the truth in the belief that the truth when found and understood will be valuable. It may be of great service in education and the process of finding the truth is distinctly educational.

I think, Mr. Toastmaster, I ought to be and, perhaps I am, the happiest man here to-night. I think the responsibility that I have assumed is my strongest emotion to-night. I wish to thank all of you, Trustees, Speakers and Friends, and all the people of Worcester for joining in this very happy occasion.

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